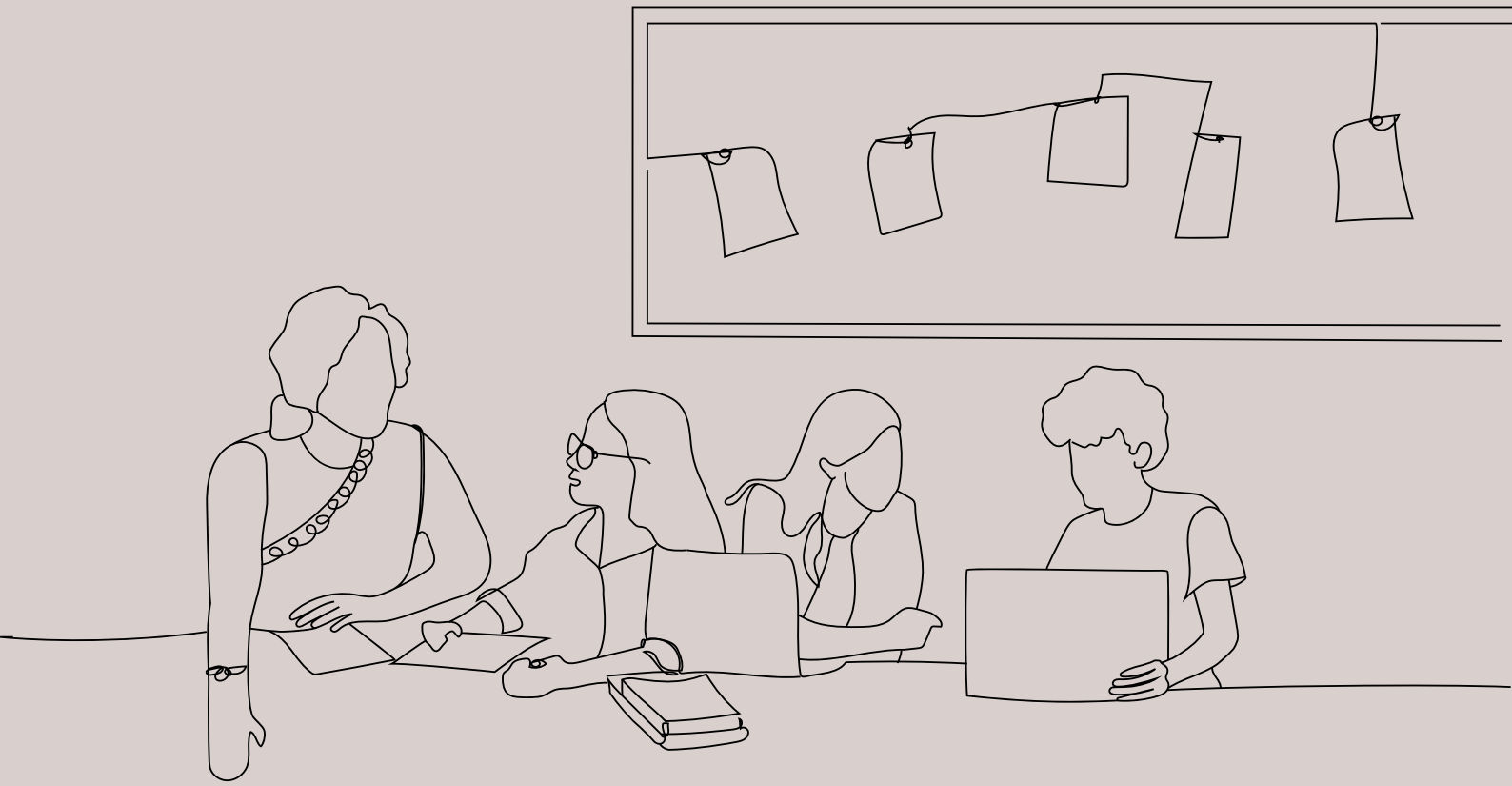
ENFOLD PROACTIVE HEALTH TRUST

DEMYSTIFYING SEXUALITY HANDBOOK

–

FOR TEACHERS AND STUDENTS OF EDUCATION



For use in conjunction with Demystifying Sexuality Reference Book[1]
Looking at sexuality with a Rights-based, Restorative and Gender Transformative Lens

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INTRODUCTION

Enfold has been running the 'Demystifying Sexuality' course - the first step in Enfold's multi-level Comprehensive Sexuality and Personal Safety Educator training program to empower adults - since 2007. We have developed the Reference Book on Demystifying Sexuality - a basic, theoretical foundational reading material for our trainees - especially teachers and students of undergraduate and postgraduate courses, namely social work, psychology, nursing, B Ed and special education. Handbooks customized to the practitioners of each of these 5 disciplines have also been developed. This handbook has been specially developed for teachers and students of the Bachelors in Education (B. Ed) program. It discusses the topics covered in the Demystifying Sexuality Book in a practical setting, in the context of children and adolescents.

OBJECTIVES OF THE HANDBOOK

The scenarios and the reflective questions that follow are intended to-

- provide a deeper understanding of the concepts and content presented in the Reference Book on Demystifying Sexuality
- provide an understanding of the various biological, psychological, sociocultural factors that may influence how a child or adolescent may present if there is an issue related to their sexuality, sexual health and safety.
- create awareness about the explicit and implicit biases that impact and influence the behaviour of children, with a focus on their developing identities and their personal safety.
- enable the reader to look into one's own beliefs, values, judgements and biases with respect to gender, sexuality and gender based violence
- build awareness of teachers and facilitators on how they could provide non judgemental and affirming care to the students.

Restorative practices are a fairly new way of perceiving and responding to behaviour and conflict in a school setting, especially in India. A few guidelines on inculcating a restorative culture in a classroom setting have been included in the last chapter. We hope that the content provided here - an introduction to the theoretical understanding of the approach and the benefits of such a practice - would kindle the curiosity of the teachers and facilitators to know more and learn how to use such approaches in the classroom and workplace, or in their homes.

STRUCTURE OF THE HANDBOOK

This handbook has a compilation of real life scenarios that make the core concepts in the Reference Book on Demystifying Sexuality more relatable and elaborate on situations where the concepts discussed in the book could be applied. The scenarios were contributed by counselors, teachers, parents and facilitators who shared situations and experiences they have come

across while interacting with children and adolescents. The scenarios have been organized according to the chapters in the Reference Book on Demystifying Sexuality and it is recommended that they be read in that context. Each scenario is followed by a set of questions that the user of this handbook could discuss with their peers, and refer to the Demystifying Sexuality for further clarity.

LIMITATION OF THE WORK

The positionality of the writers and reviewers, as well as the limited field of work and settings that Enfold Team members have been engaged in, are major drawbacks of this work. Though we attempted to bridge this gap by inviting reviewers from diverse fields with different domain knowledge, the work would likely fall short on several counts given that the topic of sexuality is vast and the knowledge and experience of people in this field is constantly expanding.

Language: We have consciously tried to use a gender neutral, non-binary language as much as possible. For example, instead of girl/boy we have used 'child' and instead of her/him, we have used the pronouns 'they/them'. We have avoided the use of words like 'opposite'/ 'both' in the context of gender and sex, except when quoting or referring to studies that have used such terms.

Terminology used by different groups to describe their experiences and identities is varied and changes over time. We remain committed to reflecting this diversity but recognise that terms used in this handbook may vary in their usage or become outdated. Readers might therefore notice that the tone of the content is rarely in absolute or conclusive terms. We have tried to present different scenarios and perspectives, with the acknowledgement that there may be multiple other perspectives, which may not have been represented. We are happy to receive observations from the readers as we believe these would help us in our future works.

Teaching-learning tools: This handbook does not include material on how to impart sexuality education to adolescents and young persons or the tools that could be used - for that, please refer to the Facilitator's Manuals for Life Skills based Personal Safety and Sexuality Education developed by Enfold Proactive Health Trust.

CHAPTER 1 - 4

Diversity in Sex | Structure and Function of Sexual and Reproductive Systems | Diversity in Sex, Gender and Sexuality | Development of Gender Identity and Sexual Orientation

SCENARIO 1

The parent of a child joining the 1st standard informs school authorities that the child is intersex and that they are being brought up with a gender neutral approach till they self identify their gender. The parent asks the school and teachers to adhere to this in every way possible. The school authorities try to assure the parent and the child that they will do so but that for logistics purposes they will have to assign a gender to the child and then later on, according to how the child self-identifies, they can change the gender on their records. They also tell the parent that the child can use the toilet for the disabled so as not to send the child to the gendered toilets.

QUESTIONS:

a. What may be the possible consequences for the child from being directed to the 'disabled' toilet? What might other children say to the child?

b. How could this situation be managed in a sensitive and aware manner that will also be conducive to unhindered emotional growth of the child?

c. What can teachers do to sensitize their peers and students towards intersex people?

d. What can be done to bring in a gender-neutral, non-discriminatory and safe atmosphere in a school?

SCENARIO 2

A 9th standard student who had been assumed to be a male suddenly starts bleeding from the private parts while at school. The student is taken the hospital where the doctors identify that the child is in fact intersex and that the bleeding was caused by the starting of menstruation. The child later discloses that she has always felt that she is a girl even before knowing she is intersex. The student body and staff though are puzzled by this information. They do not know how to engage with this child anymore - many of their interactions reveal their prejudice and patriarchal, binary mindset. The student is made to feel humiliated, isolated and unsafe.

As narrated by the individual. "I am an intersex woman, that is, I am an intersex person and by my gender identity, I am a woman. While there are many things I can share about being intersex or what it means to be intersex in our society, I'd like to focus on the first time I had the slightest inkling that I am intersex. When I was born, based on my body or rather the outer appearance of my body, I was mistakenly assigned the male sex and was raised as a boy. My parents were extremely protective of me, in fact, they were overprotective- the only place I did not have my family watching over me was inside my school. I was dropped to school and picked up by my parents and other than school I wasn't allowed to go anywhere else without them. Now, many have asked me if this was maybe because they knew I am intersex and wanted to hide that from me. This behaviour was not because

they knew I am intersex. At that time, they thought I was a cisgender boy. The reason for their almost paranoid protectiveness was that I was born after they had been married for 20 years, which they believed to be an answer to their prayers. They wanted to protect me from all harm. I say almost paranoid because as it turned out, ironically, it was in the only place where they thought I was safe, my school, where I actually met with problems for the first time in my life.

I was in 9th standard. I remember I was writing an exam when I felt something wet run down my leg. I found out that I was bleeding from my genitals. My teacher called my parents to school and they took me to a hospital where a doctor sent us home with a few tablets and asked us to come back later. Now I know what happened - I had gotten my first period. Since my body did not have a vagina, the menstrual blood left my body through the anus - anally. One would naturally think it was then that I found out I am intersex. Sadly no. The doctor spoke only to my father and till date my father has not disclosed what the doctor said or what medical procedure was carried out on me a few days after that incident. This has become an obstacle to my health currently, but here, I would like to bring the focus back on what happened in my school.

So everyone knew what had happened during the exam. There was a hushed but rampant discussion among students. Even teachers posed curious questions to me. But no one knew or even spoke to me about what was happening. I sometimes wonder what it would have been like to have at least one teacher who knew about intersex people. Of course, I do not expect a school teacher to know every intersex variation given the large number of intersex variations and sub-variations. Nor do I expect them to know what each variation meant or what to expect physiologically etc. It would have helped that they atleast knew that sex is not binary and there might be people who cannot be described as male or female - so they could guide me on next steps or decisions I had to take. Maybe they could have educated my parents that many people are born with intersex variations and that it's a natural variation and not something to be scared of. Maybe if someone had even the slightest information or awareness, they would have realised the kind of bullying, teasing and other problems I was going through. Maybe I could have talked to that teacher to understand why I was attracted to boys and why I felt more comfortable being with girls and wanted to do activities that are considered feminine. Maybe if I had someone like that at that age I might have understood myself much earlier. But there was no one. In the end, I had to leave that school and move away from that town due to the stigma and bullying I had to face in school. In the new school, we did not tell anyone about what had happened. I continued to live as a boy. It wasn't till I reached my college that I realised that I was living as someone I am not and that I had the reproductive system of a woman. For some years I thought I am a trans woman because I did not know that I am intersex. When I did, I realised that I was assigned the wrong sex and gender and today I live proudly as an intersex woman."

Note: The easy answer would perhaps be to change schools. But that does not build awareness, sensitivity, acceptance and respect for each other and for the diversity that exists among sexes and genders. We would like to invite you to consider that there are situations where that is not a viable option - this happens in December and not easy to find admissions around this time, or this may happen to another child during their 10th or 12th when Board exams are approaching.

QUESTIONS:

a. How can the teachers support the students in understanding the child's situation that could build respect for each other and their bodies and prevent discrimination?
b. What actions from the school authorities would support the reintegration of the child in the school?
c. What kind of interventions at the policy level can help change the circumstances for other such children?
d. Which Child Rights were violated in the above situation?

SCENARIO 3

Two girls are very close friends, are inseparable and always like to spend time with each other. The classmates started referring to them as a couple and they too didn't mind initially. However, eventually the intensity of teasing increased and it became unbearable to them. The teachers also started commenting on them and targeting them for no reason. They were labeled as lesbians. The class teacher called their parents and complained about their behavior being immoral and that these two should be separated immediately or the school will take strict action against them. Therefore, the parents started pressurizing the girls to stop talking to each other and accepted the school's suggestion to change their sections. But one of the girls' mothers spoke to her daughter and found out that the girls have not even explored their sexual orientation and they are just very good friends. But the other girl's parents wouldn't accept any reasoning and they want their daughter to be away from any 'bad company' as it's a matter of their family honor.

QUESTIONS:

a. At what point did the teachers take a misstep in this scenario?
b. How could the school have handled this differently?
c. Were there instances in your own relationships growing up, where you felt misunderstood? What would you have needed at that time from the adults around you - especially parents and teachers?
d. How does your school view heterosexuality? Is it different from how they view homosexuality?
e. If you hear homophobic comments from staff or students, what could you do?

ADDITIONAL READING: AS SHARED BY AN INDIVIDUAL WITH HOMOSEXUAL ORIENTATION

This experience is very difficult to write about because even now, 15 years later, it is distressing to remember. It took place in 2005 in India. The short version is that I got outed when I was in 9th grade and made my first suicide attempt. The social ostracism from being outed persisted for about 2 years. The person who outed me apologized to me about a year after I left for college, and I accepted her apology.

My memories of the "difficult" period from 9th and 10th grade are fragmented. As mentioned, the incident that triggered the suicide attempt was that I got "outed" to my school after disclosing my orientation to a friend whom I trusted. I told her on a Friday, and the following Monday, when I sat down on the school bus to go home, the 6th grader who sat in front of me turned around and asked me if I was bisexual (the friend was a boarder, so the news had spread through the school over the weekend). I wrote a suicide note - the main sentiment was a feeling of betrayal. A quote from the note: "thanks for opening my eyes. Thanks for teaching me that there is no love in this world". The suicide attempt involved cutting my wrists in an attempt to bleed out; I was not savvy enough to know that this was a very ineffective way of attempting suicide (people at school talked about it like it was very effective), but I do remember thinking it would kill me.

I was treated like a leper by my classmates after getting outed. People avoided sitting next to me. I recall people looking at me like I was a freak. A boy made lewd gestures at me that were referencing cunnilingus. Once, during Physical Education class, we were playing with a soccer ball and a girl said "throw it on [my name]'s face". One of my friends got very angry at that incident and tried speaking up for me. I remember talking to her later and telling her that I didn't want her to get dragged down with me. She was crying when I had that conversation with her.

I also remember that there were times when people "defended" me by saying the rumour definitely wasn't true, and I went along with this denial. I also recalled someone saying (in casual conversation, some months before I was outed) "I can't think of any bigger secret than being a lesbian". This was someone who had grown up in the US.

Although I say that things got much better in 11th and 12th grade, it wasn't perfect. I remember a friend saying she thought homosexual people were "mentally unstable" (she later apologized and said she felt very ashamed of how she had treated me). I remember another friend saying, after I came out to her, that she couldn't believe what I had told her and wanted the information to "evaporate" off her head. I remember two Christian friends, neither of whom knew about my orientation, freely describing how they thought homosexuality was unnatural, weird, and deliberately disobeying God. I remember denying that I was gay to someone who had heard the rumors and was asking me about it because it was clear from the way he was asking that he was homophobic.

Regarding what adults in the school could have done to help - the most significant thing was that the school could have been explicitly accepting of homosexuality. Instead, the school handbook prohibited heterosexual physical relationships between students and didn't even mention homosexuality, and I heard stories of students being yelled at by the administration for proposing any kind of activism to support the LGBT community. I also remember my English teacher making a disgusted face at the topic of lesbian relationships when discussing the poem "Christabel" by Samuel Taylor Coleridge, which features an evil temptress who seduces an "innocent", "sweet" woman. I thus felt I had to keep my orientation a secret from the school staff. I was a good student (I somehow maintained very good grades through all of this - school was, after all, the only thing I had left), so maintaining a positive reputation

with the school was very important to me.

One place where a teacher MAY have been in a position to tell something was amiss would have been through my creative writing or poetry. We had to do creative writing assignments for class and school competitions, and I recall that my mental state would often be reflected in the writing. For example, I anonymously submitted an essay to a creative writing competition run by the school principal, which was based on the aforementioned conversation with two Christian friends. I did not expect the essay to win, but I did hope that it would at least prompt the principal to realize that one of his students might have been suffering, and to acknowledge the issue in some way - but that of course did not happen.

As for my parents, a lot of it was not their fault because I was extremely sensitive to any signs of disapproval. I used to be close to my mother, and when I tried coming out to her she responded by suggesting it might be a phase. When I had previously discussed crushes on boys, she had never suggested that it might be a phase - instead, she had been enthusiastic and excited to hear about them. My mother is overall very accepting, and in hindsight I know she was just suggesting that it was a phase because she didn't want me to have a harder life, but the perceived rejection was enough to get me to withdraw. I went through the difficult period in 9th and 10th grade without relying [on] my parents for emotional support; I think I did not tell them about the suicide attempt until two years after it happened. Eventually, I did feel increasingly comfortable talking to them. It wasn't as simple as my parents being accepting - they were always accepting; I was monitoring whether they seemed happy for me. For example, when I mentioned my romantic partners to my mother, I was hypersensitive to any signs that she seemed less excited compared to how I thought she would react were I dating a man. Eventually, I did feel that my mother was equally excited and happy for me when I would mention my girlfriends, which made me comfortable while talking to my parents about my relationships again."

CHAPTER 5 - 6

Gender Bias | Self-Esteem and Body Image

SCENARIO 1

As shared by a parent - The school has an IIT training group for students who are performing well. Child S is completely enthused about this and works really hard to be in that group. The child is facing a lot of peer pressure, and struggles especially with physics and takes some time to understand concepts. She asks a lot of questions which the physics teacher finds too basic and silly. A class test is conducted where the entire class had a low performance. The physics teacher singles her out and insults her saying she's good for nothing, and wasting the time of the teacher and the class. He adds that girls are only good for chemistry which can be useful in the kitchen. Other children who were agitated about this shared this with their mothers who shared it with me. My child didn't share anything with me immediately though. I spoke to her later and she said "He said many things he shouldn't have, and I don't know why he singled me out . He said I'm not capable, I don't understand anything, I'm useless, and that I'm fit for nothing.'' The parent asked if she could talk to the Head Mistress and child S said " No, I didn't do well in the test. I want to do well." When she stood 3rd in class, the physics teacher came to the class and said that Child S surprised him.

QUESTIONS:

a. What can be done to help children rediscover their self worth and build their self esteem when they are targeted by adults, as in this scenario?

b. What can you do as a fellow teacher if you hear about this incident from other students?

c. What are some of the common gender discriminatory messages that are passed on to students? Are all such messages verbal? Could you be passing on such messages?

d. If you hear gender biased talk or behaviour of other staff members or students, what can you do?

e. Does your school have a Child Protection Policy? Which all forms of abuse should such a policy cover?

f. What are the provisions of the RTE Act 2009 with regards to emotional harassment of students?

SCENARIO 2

A boy started believing that he may be transgender since his classmates would call him out as one for being emotional, sensitive and easy to tears. They would laugh at him and use derogatory slang words to refer to him. He finds the courage to confide in one of his teachers that he is different from other boys and doesn't like who he is. The teacher listens to him, asks him what he does not like about himself and why. The teacher goes on to suggest that just having a more sensitive nature does not change one's gender identity and explains to him about transgender identity - to help him get more clarity. The teacher also conveys that he does not need to decide his gender right away if he is not sure and that there is nothing wrong with being a

transgender person. Upon reflecting a little more, the boy feels he is cis-gender, but is struggling to accept a few things about himself. He feels he is too sensitive and emotional, and that's not okay.

QUESTIONS:

a. What facts can a teacher share to help this child differentiate between being a sensitive person and being a person with transgender identity? How best is this communicated to the child?
b. What could be the impact of bullying on this child? What beliefs might the child develop about themselves?
c. What could help the child see his personality in a positive light?
d. How can a teacher address this situation in class?

SCENARIO 3

A 9th standard boy reported that his friends called him 'pencil' because he is thin. They often tease him that he must be careful when it's windy as he might get blown off the ground. Some teased him by being sarcastic and calling him 'he-man' or 'health minister'. It has become quite painful for him to go to school - everyday, he hopes he has put on a little more weight, that he did not look so lanky and on certain days, he feels like just running away. He binge eats to put on weight fast but this only makes him feel uneasy and full. He feels extremely awkward to participate in any sports activity and he is often not selected by the coach who suggests that he should work out to put on more muscle. Sometimes, the coach also joins the other boys when they tease and laugh at him.

QUESTIONS:

a. How could the sports coach have dealt with this situation if he was more mindful and sensitive?
b. How would you help the child to build a positive body image?
c. What causes children to target another child and put them down for qualities or features that are different in them? What messages should be given to children who tease?

SCENARIO 4

Shared by a parent - Child S was a complacent and compliant child. The teachers had no complaints about the child's behaviour or performance. The child changed schools when she was in 5th std. She had to take the school bus, where a few children started bullying her. One of the children was her junior in school and that made her feel too embarrassed to seek help. There were times that child S would be walking to the bus with some children, the junior girl would come near and everyone would walk away from child S, leaving her to walk to the bus alone. No one would sit next to her on the bus. They would be mean, pass nasty comments and be rude.

Child S's nature was to stay quiet and keep to

herself and avoid any trouble. Over some time, she became increasingly disturbed and unhappy with this constant bullying. That's when one of her friends told a teacher that a junior girl was being very mean to child S who was feeling very bad about it all. How do you think this could impact the child's behaviour in school and her academic performance?

QUESTIONS:

a. How can a teacher be sensitive to 'changes' in the child's behaviour if the child is new to the school?
b. What steps can a teacher take to help a new student ease into the class?
a. What could a teacher / an escorting adult in the bus have noticed? How could they have intervened? When? What proactive steps could they have taken?
c. How can an adult extend support when the child has not approached them for help?
d. How can students be empowered to intervene when they see another school mate bullying someone?

SCENARIO 5

Shared by a parent - A 9 yr old student is very good at her work, appears happy and easy going. She is appreciated by all the teachers and has many friends. She is also helpful to other classmates, sensitive to the needs of other less privileged students and is often seen sharing her stuff with them. Her parents have full time jobs and are well off. They've always had high expectations of the child and made all necessary resources available to help her excel at studies and at other activities. During the PTA meeting, the mother complains that the child is exactly the opposite at home. She is short tempered, easily snaps, screams and uses foul language. She uses every opportunity to be disrespectful towards her parents.

QUESTIONS:

a. What could be the reason for the child to be badly behaved only at home?
b. Do you think the child has high self-esteem? Why/ Why not?
c. In what ways can a teacher in class support this child in identifying her qualities and capabilities and build her self-worth?
d. Do you agree with the statement "beneath a disruptive behaviour is an unmet need'? Why? Why not?
e. How can you encourage the parent to reflect on the factors at home that could be causing this behaviour? What suggestions would you make to the parents in this scenario?

SCENARIO 6

As shared by the student - She is introverted and shy by nature. Her father works for the same school where she studies. The school principal's son was once her very close friend, and he started bullying her over time for being shy and reserved. Initially she tried to explain to him that this was her nature, but soon other students joined him and started calling her names, labeling her as an egoistic person who thinks too highly of herself and acts 'pricey' by not talking to others. Also since she is the daughter of one of the teachers there is a lot of pressure on her to prove herself in every subject. If not, the teachers also comment on her harshly and her classmates use the opportunity to further bully her. She was extremely upset and cried, and told her father that she didn't want to go

to the school. She blames herself for her inability to express herself and talk like the other kids. She isolated herself more and more over the past few years and that has become a point of conflict within the family.

QUESTIONS:

a. What are the different challenges that the child is facing?
b. What aspects of her personality could be impacted by these influencing factors?
c. In your opinion, is being shy, introverted a trait that hampers a person's development? Would you advise the child to try and change herself? Why? Why not?
d. Are some qualities inherently good and some undesirable? Why? Why not?

CHAPTER 7

Attitude towards sexual health and issues with reproductive health

SCENARIO 1

Shared by a student - A new student named M had joined S's class in 4th standard. M seemed different from most of the others, was confident and organized, and did a lot of things differently. M had an accent while she spoke. She shared with a few of them that she had started her periods (menstruation) while no one else in her class had. So, the other girls started calling her names like 'weirdo', 'psycho' etc and stopped talking to her. If M initiated any conversation with someone, the others would leave and not respond to her. S shared that she used to feel bad for M and once when she went to talk to her and console her, the other students threatened to exclude her from their group if she continued to do so. This scared S and she stopped talking to M. She always felt bad about these episodes but couldn't do anything. M left the school after a year.

QUESTIONS:

a. Do you think M was greatly affected by the bullying by her classmates?
b. What about this incident might have shaped S's behavior and how?
c. What can a teacher do to inculcate inclusiveness in children?
d. How can children like S be encouraged to stand up for each other even in the face of resistance or threats from fellow classmates?
e. At what age do you think conversations on values - the behaviours we wish to emulate - can be initiated with children?
f. How can a teacher sensitize children on how everyone's body is different and each one develops differently?

SCENARIO 2

Child A has started periods recently. She is very careful with her pads and feels uncomfortable about others seeing her with a pad in hand. One day she realises that her skirt is stained and she does not have any extra pads. Other children in the class notice the stains and start talking about it while pointing at her. The child feels embarrassed and confused. A male teacher is teaching and she is uncomfortable talking about it, and abruptly leaves the class. After the class ends, her friends find her in the washroom but the child feels uncomfortable talking about it. So, they guide her to the medical room.

QUESTIONS:

a. What kind of environment could be built in school where such incidents are normalized and children do not feel ashamed at such experiences?
b. How can a teacher, irrespective of their gender, respond to such a situation if it came to their notice or if a child approached them?
c. What can the teacher do to help the students understand the situation and respond empathetically?

CHAPTER 8 - 9

Sexual Development in Children and Adolescence | Attitudes towards Sexuality

SCENARIO 1

As shared to a facilitator - A student in 10th standard reports that his girlfriend has a habit of criticizing him in public and makes it sound like a joke. She comments on different aspects like how lazy he is, or how super sensitive he is or what a nerd he is and all his friends join in the laughter and agree with the girl most of the time. He is troubled by this and has questions like - whether he is all that bad since all his friends also join in on the laughter, why his girlfriend sticks around if she finds so many things lacking in him, whether he should stay friends with all of them, what could he do to become more worthy of their respect etc.

QUESTIONS:

a. Is it okay for the student to be in a romantic relationship at this age?

b. What makes it ok for children or adults to ridicule others in public - what creates that kind of a culture among us?

c. What kind of support can the student be offered? What can the teacher say to the student while being respectful of their developmental needs?

d. What is stopping him from taking action and moving away from the relationship?

e. How will you discuss with the student about mutual respect and boundaries in a relationship?

SCENARIO 2

A 9th std student shared that she has been going steady with her boyfriend from the same school for about 6 months now and it is becoming more clear to her now that she does not find him attractive or interesting anymore. She feels bad about this because she was the one who had pursued him and convinced him to go steady with her. Now she feels that he has really begun to like her but she doesn't feel the same way and is unable to reciprocate the same feelings for him. When she confides in her close friend, they suggest that she was just using him for her convenience, that she is being insensitive, that he is such a nice boy and that she should not be so impulsive.

QUESTIONS:

a. Is romantic attraction normal at this age? What will be your advice to the student?

b. Is the student being fickle? What information about brain development and infatuation would you like to discuss with the student?

c. What could you say to help students deal with their feelings respectfully, keeping in mind their sexual development, agency, responsibility and rights?

SCENARIO 3

(Shared by a teacher, as the teacher tried to check on student X for his poor academic performance and drop in grades) - Student X has just started getting friendly with a classmate Y, and is developing a romantic interest in her. Student Y recently broke up with Z after a fight. X enjoys Y's company and it seems like she enjoys being with him too. However, quite often, she can be seen talking to her ex-boyfriend (Student Z), and even in conversations with X, Y speaks of Z quite fondly. Sometimes, X is not sure if Y has really gotten over Z, even though she tries to convince X that she has. X is not sure whether to communicate his interest in Y - who seems oblivious of his increasing affection towards her. Y has confided in X that she had been physically intimate with Z and that she does not regret any of it.

QUESTIONS:

a. What do you think of students having multiple, short-lived romantic relationships?
b. What do you think of students having sexual relationships?
c. What would you discuss with student X? How would you ensure that your discussion is sensitive and respectful of X's opinions and feelings?
d. How can you help X develop an objective outlook so that his episode does not overwhelm him and distract him from his academic goals and other pursuits?

SCENARIO 4

The school has arranged for a 2 day trip. Two students U and L are often found to be engaged in arguments. They stay back in the bus while the rest step down during sightseeing. On coming back they are both found to be upset and distressed. When the teacher incharge talks with L, this is what is found - L has been in a relationship with U for a few months. L and U have been the talk of the class. U, being a popular child, is very sought after. Some time back, U began to instruct L on how to carry herself, who to speak to, whom to be friends with, what profile pic to display on her whatsapp and social media accounts and so on. L is obviously not happy with this, but at the same time doesn't want to 'lose' him.

QUESTIONS:

a. What are the factors impacting L?
b. What can a teacher do to help students understand about establishing boundaries in relationships?
c. How can a teacher help students explore their self worth given such interpersonal dynamics amongst peers?
d. What are the provisions in the POCSO Act about sexual consent?

SCENARIO 5

A teacher tried to reach out to a student after she noticed that there is a noticeable change in the student's behaviour. The student seemed very lost

and distracted. She also noticed that the student seemed to be suddenly disinterested in studies and all extra curricular activities. When she had a one to one conversation with the student, he broke down and started crying. He shared that he really likes his partner (another student in the school). They have been in a relationship for 8 months. Now his partner wants to make the relationship physical but he is not ready for it. When he refused, the partner got upset and accused him of not having trust and not valuing their relationship. He doesn't want to lose his partner, and is very sad and confused about the whole situation.

QUESTIONS:

a. What was the gender of the partner that came to your mind?

b. Would your response be different if this was a same sex relationship?

c. Would the way you perceive this student, and his partner change after you learn that they are in a sexual relationship? Why? Why not?

d. Does the POCSO Act make exceptions for certain types of sexual activities among minors?

SCENARIO 6

One of the cases handed by the Enfold team was of 2 young people who engaged in consensual sex once. The girl did not tell her parents about this, nor did she disclose her pregnancy to anybody, until it was too late to terminate the pregnancy. She was very sure that she did not want the boy (the father of the baby) to get to know about this. When the girl went to the hospital to deliver the baby though, the hospital authorities informed the police as per the mandatory reporting clause in the POCSO Act. What ensued was that the boy was arrested, committed to judicial custody and charged with aggravated penetrative sexual assault. The girl delivered the baby and her family along with the boy's family were able to 'convince' the court that they would get the two married when the girl attains maturity and to close criminal proceedings against the boy.

QUESTIONS:

a. At what age do you think adolescents might begin to engage in consensual sexual activity?

b. If such a scenario comes up in a school setting, how can this situation be addressed in the best interest of both students?

c. How can this situation be prevented in the first place keeping in mind the sexual development of adolescents?

d. Does talking to young people about safe sex and contraception go against 'Indian culture'?

e. Should sex between two consenting minors be criminalised?

f. Who all should have a say in who marries whom? Why is marriage considered a solution in a case like this? What may be the consequences of marrying these young people to each other?

CHAPTER 10
Sexuality and Disability

SCENARIO 1

A 11 yr old child is partially hearing impaired. In spite of repeated inputs from the school to get the child tested, the parents believe she is just lazy and pretending to be deaf. The mother beats her for not having completed her notes and for not doing well in school. The father spends very little time with the child after work, but is generally nice to the child. He is unable to save his daughter from the mother's fury though, nor is he convinced about the teachers' suggestion to get her tested.

One day the class teacher sees the girl coming out of a classroom crying. With a little bit of consoling and cajoling, the child shares that a teacher has been making fun of her and ridiculing her in front of the whole class, and she doesn't know what to do. The class teacher is afraid to bring the matter up to the principal as that other teacher is well liked by the school management. Instead, the teacher talks to the mother about it. The mother still feels the child is lying because she's not doing well in her studies and is convinced about it since the other teacher also feels the same way.

QUESTIONS:

a. Would you believe the child? Why? Why not?
b. How can the teacher stand up for the child? Is this child abuse?
c. How inclusive is your school?
d. If you heard students or staff referring to a person with disability using derogatory terms, how would you respond?
e. What could you do to get the child the help she needs?

SCENARIO 2

A 13 years old girl with moderate intellectual disability goes to a special school.The school authorities begin to notice that she seems too fatigued and unwell. Later, the mother of the child is called by the school's medical team to inform her that her daughter is pregnant. On probing it is found that the girl had developed a fondness towards a support staff member, which everyone had considered harmless and sometimes even found very adorable. The mother had been very happy to see that he is so supportive. No one expected that the staff member would do such a thing and sexually abuse her. This news of the girl's pregnancy came as a jolt to everyone, and as it was hard to imagine that the support staff member was sexually abusing the girl in the pretext of being a responsible caretaker.

QUESTIONS:

a. As a teacher, how would you respond in such a situation?
b. What are the steps that the school can take to prevent such a situation from recurring - at the policy level, and at the level of equipping children and staff?
c. How can we differentiate between

affection, providing personal care and abuse in the context of intellectual disability where children are often dependent on caretakers for toileting and other everyday needs?

d. How can a child with intellectual disability be supported to meet their sexual needs in a safe and socially appropriate manner?

e. What are the legal responsibilities of the school in this scenario?

CHAPTER 11
Sexual Relationships

SCENARIO 1

Suresh and Sikha are both teachers in the same school and have been in a romantic relationship for almost 2 years. A new young teacher, Jyothi, has joined the school and soon the three of them start hanging out together and become very close to each other. The other teachers started talking and questioning about their relationship. Some students have also been heard gossiping about them. Later, Shikha tells one of the teachers that they are in love with each other and they are all in a relationship. This raised quite a few eyebrows. However, the three of them are happy in their relationship.

QUESTIONS:

a. What do you feel about this relationship between the 3 teachers?

b. How does it impact the staff room environment? Does this impact anyone other than the 3 of them?

c. How would it be for you to collaborate with these teachers on a project?

d. How would you address this in the classroom if you hear some students gossiping about polyamory?

CHAPTER 12
Sexual Preferences and Practices

SCENARIO 1

When inspecting the bathrooms the school staff notices various words scribbled on the walls - with some strange looking drawings of people in sexual acts. The support staff brings it to the notice of a teacher. The teacher sees the pictures and words and does not know what to make of them. The matter is brought up to the Headmistress. On searching the internet, the teachers figure out that the words are to do with different types of fetishes. They are upset and angry and want to find out who wrote these things in the toilet. They want appropriate disciplinary action taken against the students involved. They also feel that the parents should be called and informed about this.

QUESTIONS:

a. If you are the Headmistress, what action would you take?

b. Do you think parents need to be informed? What might be the intention of 'calling' parents and informing them?

c. Would sexuality education help or make matters worse?

d. What was your source of inforation about sex and sexuality when you were a teenager? How has the internet changed what students see and read about?

e. Should teachers play any role in supporting healthy sexual development of students? Why? Why not?

CHAPTER 13
Pedophilia

SCENARIO 1

A teacher 'G' who recently joined the school is on leave. You were asked to log into their computer. While searching for some files you come across some child pornographic material stored on the computer. You search further and find chat messages that seem to indicate that "G' has a sexual interest in very small children.

QUESTIONS:

a. What will you do? Whom will you inform?
b. What are your legal responsibilities?
c. Do you think "G" is abusing children sexually? Is it the same as pedophilia?
d. What interventions are available for persons with pedophilia in India?
e. Why is child pronographic material called Child Sexual Abuse Material (CSAM)?

CHAPTER 14
Intersectionality

SCENARIO 1

As shared by a counsellor - A child is admitted under the RTE (Right To Education) quota to a school where most students come from middle class or higher middle class backgrounds.
The child doesn't speak much in peer groups because she feels lesser than the other children, considering her caste and economic background. Her parents believe that girls are fragile and need to be protected, hence she is not allowed to go anywhere other than the school. The child shared that she has to cross some men who sit and drink, on the way to school. They pass vulgar comments every time she crosses them. This has made her very scared. Overall, her experience of school has made her feel stressed, less than worthy and apprehensive.

QUESTIONS:

a. What are the different challenges that this child faces? How many of these are because of the different identities and position in society that this child has?
b. How might this child behave in class?
c. How might this child behave with male staff?
d. How could a teacher support this child in the classroom and in the school?
e. As a teacher who would you like to involve to address the unsafe situation the child has shared? What might be the response of the parents in this situation?

SCENARIO 2

Child A who comes from a lower economic background became friends with a group of four boys who come from affluent families. These boys would always tease him or make fun of his clothing, mannerisms and things he owned. Child A tried to take it lightly. One day, one of them pinned child A down to the ground and two others sat on him and the fourth started pouring out the trash from the dustbins on him. Other classmates were laughing and enjoying the spectacle. The boy was in pain and embarrassed. He tried to free himself but in vain.

QUESTIONS:

a. Why do you think the child did not report the constant teasing and bullying, and why did he "try to take it lightly"?
b. What factors in the social environment make it ok for children to taunt and belittle each other in this manner? And what can be done to prevent it?
c. What would help the child speak up or seek help?
d. How can a teacher model empathy and respect for each other?
e. How can a teacher deal with this situation without ignoring, shaming or blaming any particular group of children?
f. How can a teacher facilitate a discussion on holding people accountable and taking personal responsibility for one's actions?
g. What is the role of bystanders - students who were watching - in promoting safety?

SCENARIO 3

Child A who is 6 years old is the second among 3 siblings. The parents have full time jobs. Children are left in the care of the oldest child who is 10 years old. The oldest child is found giving a lot more attention to the youngest who is 3 years old while managing the kitchen and their own studies. Child A sometimes brings eggs and non-vegetarian food to school and some classmates think that is wrong. They make comments about how this child is killing animals, he'll become a goat because he eats mutton, or a hen because he eats chicken. Slowly everyone calls Child A as 'Kholi' (meaning chicken). There were times that a group of children would just start giggling, pointing fingers at Child A and whispering among themselves the moment the lunch break was announced. Child A is starting to avoid getting lunch on days when non-veg food has been cooked at home. The child is also beginning to avoid games period, is being generally distracted in class and avoids participating in class. He is also becoming physically aggressive with the other children. This is brought to the notice of the teacher when a child complains how Child A hit them.

QUESTIONS:

a. Given that most of the family background information is usually not available to a teacher at the outset, at what point do you think a teacher could start enquiring deeper into a child's background to understand the root cause of disruptive behaviour?

b. What do you think are red flags in the child's behaviour that warrant a teacher/ counsellor's intervention?

c. What could have the teachers noticed in the behaviour of other children in the class that could have warned them that something was afoot?

CHAPTER 15
Sexual Violence against Adults

SCENARIO 1

A teacher shares that her partner has a camera pic of both of them in an intimate pose that she had consented to. Later she requested him to delete it. However, instead of deleting it, he circulated it among his close friends and soon even the high school boys in her class were talking about the photo and passing snide remarks about it.

QUESTIONS:

a. Would you consider this a violation of privacy? If yes, how?
b. What will you say to the teacher?
c. What are the possible ways this can be tackled?
d. How can you address this issue in the class without pointing fingers at any particular group of students or the teacher?

SCENARIO 2

The school counsellor shares that a high school student keeps watching her. She has found him standing around in corridors such that he can see her. Of late she has noticed him around her house. He has got her phone number and keeps texting her about how he is impressed by her and wants to get to know her better. She feels that he has taken pictures of her without her knowledge, as recently he sent her a picture of the two of them in an intimate pose - a picture he has morphed. The teacher is asking for your help to manage the situation.

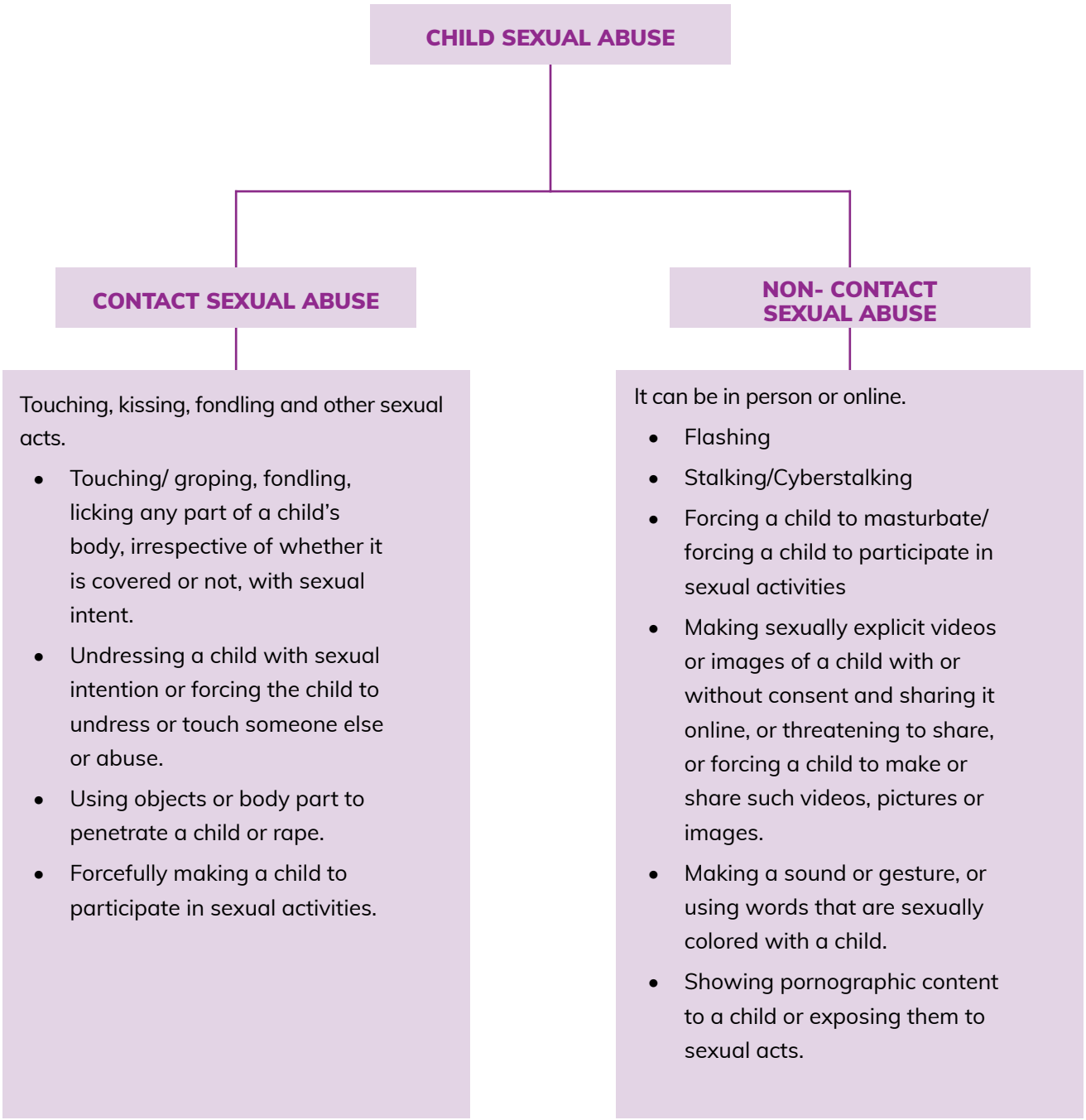
QUESTIONS:

a. What will you say to the counsellor?
b. What are the possible ways this can be tackled? Whom would you involve?
c. What is the legal course of actions? How would this impact the teacher and the student?
d. How can you address this issue with the student? Whom would you involve?
e. How can you address this issue in the class without pointing fingers at any particular student or the teacher?
f. If a high school student who is under 18 years of age commits a sexual offence, under which Act is the person tried?
g. What kind of interventions would be restorative?

CHAPTER 16

Sexual Violence against Children

A NOTE ON WHAT CONSTITUTES CHILD SEXUAL ABUSE:



SCENARIO 1

Parents of a 10th standard boy noticed that the boy's behaviour had changed drastically in the past 6 months and that he did not seem at all interested in any activities. He started becoming extremely moody and short tempered. The parents kept enquiring with the boy but he did not open up. Upon returning from tuition one day he broke down and said that he will not be returning to this tuition teacher anymore. The parents were extremely concerned and referred the boy to a counsellor. The boy opened up and shared that the tuition teacher had been sexually abusing him and several other students for over a year.

QUESTIONS:

a. Does sexual abuse affect boys as much as it affects children of other genders?
b. In our society would children of different genders process and disclose sexual abuse in the same manner?
c. What are some of the signs that parents and teachers can look out for to understand if a child is facing sexual abuse/violence? Would these signs differ with the age of the child?

SCENARIO 2

As shared with a counsellor - Child R has been living with her aunt and uncle since 8 yrs of age. They take good care of her and all is well until the aunt dies in an accident when the child is 11 yrs of age. The child soon starts taking responsibility around the house - cooking, cleaning, groceries and other house management activities, and soon gets irregular in attending school. Since she misses school on so many days, she found it hard to build friendships, and keep up with school activities. School management is now threatening to expel her when a teacher refers her to the counsellor. On investigation, it is found that the child is trying to play the role of a 'woman' of the house filling the void of the missing aunt. The uncle has manipulated her into having a sexual relationship him, and she is doing it for him because she believes she's in love with him and that she's doing everything she can to help him heal from the loss.

QUESTIONS:

a. Is this sexual relationship consensual? If yes, how? If not, why?
b. What manipulative techniques do child sexual abusers use to keep the child from talking about the abuse?
c. Should the child be held partly responsible for the abuse in this situation? and for not reporting it?
d. What are the factors that the school needs to explore and consider, with respect to the child's well-being and safety, before tackling this situation?

CHAPTER 17
Restorative Practices

SCENARIO 1

Shared by a Summer Camp Facilitator- A 10 year old child was being very disruptive in Summer Camp. He would elbow other children, kick down bottles and snatch things from other children. He was fairly good at the activities presented, and often made fun of the other children who couldn't do as well, or complete on time. The facilitator tried to ignore him at first, but it soon got more intense and aggressive. The facilitator then walked up to him, and told him firmly that snatching work items from other children in the class was not acceptable. The child was fine for a while, but again went back to being rude, passing snide remarks at other children and being aggressive. When the father came by in the evening, he was dressed formally, his body language was very stiff and authoritarian. He called his son, walked up to the teacher and asked 'how was he today?'. The child was completely subdued in the presence of the father. The teacher at this point didn't want to embarrass the child in front of the father and said he was fine, to which the father replied 'no, no, I'm sure he would've done some mischief. Please tell me honestly what he did. I'll take care of him accordingly.' The way this was said sounded really menacing to the teacher, that she was scared of the repercussions the child might have to face. That made her think about how the child might be facing violence at home, and feeling powerless. Maybe he was trying to experience power, through aggressive ways that he sees at home, in the Camp.

The next day the child came in 10 mins early, and the teacher invited him to help her set up the class. He happily helped her, and did well too. The teacher then invited him to help her during the class as well. The child was much more respectful and receptive to boundaries for the rest of the sessions.

QUESTIONS:

a. What do you think about the nature of the relationship between the father and the child? What do you think is the nature of the home environment?
b. How do you think that impacts the child's behaviour outside of home or with other children?
c. What do you think influenced the child to behave differently on the second day?
d. How is power over different from power over people? Which way of using one's power is respectful of other people's rights?

SCENARIO 2

High school students 'C' and 'D' have been involved in a romantic relationship. 'D' , who is a senior, asked 'C' to share nude pictures over their private chats. 'C' learns a week later that 'D' has circulated those pictures with friends and other classmates. 'C' is embarrassed and does not come to school for a few days. On enquiring deeper, one of the other students reveals to a teacher about the incident.

QUESTIONS:

a. How can the importance of privacy and internet safety be shared with children age appropriately, and starting when?
b. What would be the role of the Child Protection Committee in such a situation?

c. How can the parents be involved in the process of resolving this betrayal of trust without anyone feeling harassed or targetted?

d. How can 'D' understand the harm caused to 'C'? What might be 'C's needs?

e. What kind of an intervention will help students 'C' and 'D' to resume school activities without being discriminated against or shamed?

ADDITIONAL READING - RESTORATIVE PRACTICES IN SCHOOL/CLASSROOM SETTINGS

Teaching happens all the time, between parents and children, employers and employees, between friends and spouses, and especially, between teachers and students. The one thing that makes a big difference between teaching that is effective and teaching that is not, is simply the nature of the relationship that exists between the persons concerned. In a classroom setting, it is the relationship between the teacher and the students. An open, safe and empathetic relationship makes the person learning open to receive what the person teaching has to offer. And there is no doubt that for most of us teachers it is not the teaching and learning, but the 'disciplining' that's a big challenge.

Restorative practices offer a means to establish a bridge of sorts between the teacher and the learner. They are about "facilitating learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity and worth of all" (Evans & Vandering, 2016). Under the restorative approach, misbehavior in the classroom is viewed as a social and emotional learning opportunity for children. In the US, in a Detroit public school, a five-year plan was developed to integrate RP into its school culture. It included ongoing professional development, a focus on developing skills and a restorative ethos. Following this, students, teachers, administrators and families were experiencing improved relationships, suspension rates were down by 45%, and graduation rates had improved by 30% (Evans & Vandering, 2016).

The guidelines and strategies mentioned here are not exhaustive and the impact of such practices can surely be enhanced with training and practice. We will be addressing various aspects of our way of being - from how we think, how we behave, how we communicate - especially with our students. All of these are a reflection of our values, beliefs and principles.

1. Are we meeting our primary intention?
   Schools and we, as teachers, often state that our primary intention is to enable our students to grow into independent, responsible, capable individuals. Yet, schools often exercise and encourage teaching methods and disciplinary measures that expect students to remain dependent and follow orders out of fear rather than out of responsibility. This, obviously, denies students an opportunity to develop intrinsic motivation and self regulation. These are qualities that require deliberate nurturing and role-modelling. Is there a way for us to create the space that would enable students to find their own solutions and suggestions - thereby providing opportunities to strengthen these very skills?

Food for thought: Since our choice of words can strengthen or damage relationships, we can be mindful of the words we use, and choose them with the awareness of their effect on the other person.

2. Use of rewards and punishments:
   Rewards and punishments have been used to direct children's behaviour. It is such an inbuilt part of the education system, that teaching has become synonymous with evaluation. What this means is that teaching has become a 'power over' paradigm/phenomenon. This system, quite contrary to the primary intention discussed above, nurtures a culture of extrinsic motivation - either chasing the rewards (stars, student of the month awards, 'good job' etc) or running away from punishments (written note to the parent, standing outside the classroom, negative attention, etc). But do these really work in the long run? Do they help the students to cultivate self discipline? Probably not! Children getting stars continue getting stars, and those getting reprimanded continue to do so.

Research studies point to many reasons why this may not work (Cameron, 2001; Durrant & Ensom, 2012).

- Rewards or punishments soon become inadequate - The same rewards are unlikely to be just as motivating for everyone, every time. And punishments that inflict pain and hurt may feel easier to get used to, than trying new behaviour without adequate support. Sometimes, absence of a reward can feel like punishment. Fear of failure and failure of being wrong can make the process of learning very difficult.
- Reward may feel too hard to get - All children in a classroom have different capabilities, interests and strengths, but are evaluated for the same skills. If a student finds that they have to put in a lot of effort to get a certain form of appreciation (a star, an award, or words like 'good job', 'well done'), it may not be enough to motivate them to put in the extra effort - especially on subjects that they find difficult to understand or boring.
- Unacceptable behaviour gets rewarded - When students are working in a team, for instance, in a school science project, one person may be presenting someone else's work and gets all the credit, praise and appreciation and the one who actually created it isn't recognized for their effort, work and ideas.

  The system of reward and punishment also enables a mindset where one doesn't choose to do what's right if no one is appreciating. Similarly, one feels free to do something that may not be the right thing, because no one is there to notice it.
- Self motivation does not develop - When a person is given tangible rewards for doing something that they intrinsically enjoy doing, or they are required to do in order to complete certain requirements;

the motivation for doing the same shifts to become extrinsic. Children may no longer do the task when the extrinsic motivation is not in place. The child does not learn how to motivate themselves to complete the tasks that they are responsible for.

Food for thought : Studies on what motivates our choices - choose to eat a certain kind of food, develop a certain habit or unlearn it, choose to study or learn or not, etc - conclude that ALL behaviour is driven by a distinct purpose. According to Dr. William Glasser (1999), besides survival, we are genetically programmed to try to satisfy four psychological needs: love and belonging, power, freedom, and fun. All our behavior is always our best choice, at the time we make the choice, to satisfy one or more of these needs.

3. Effect of adverse childhood experiences: There are many studies that have established that children with adverse childhood experiences are most likely to develop a chronic illness or behavioural issues later in life (Felitti, 1998). And many retrospective studies show that children who are in pain - physical, emotional or psychological - have poor educational outcomes.

   Educational achievement, very much like psychological well-being, is impacted by factors like environmental support or lack thereof, motivation, emotional intelligence, self-efficacy (I-can-do attitude/belief) and participation in extracurricular activities (Darling, 2005; Abruzzo et al., 2016). And all these factors are learnt, shaped and nurtured through interactions with others, the foundations of which are very much in the growing years of a child's life. The teacher-student relationship certainly has a sizable role to play.

   Food for thought - Can you remember how you felt and reacted to teachers who were critical of you and your behaviour? Do you recollect feeling encouraged to please them, or feeling 'frozen' with thoughts like 'I can never please this teacher/They'll never understand'? Did you feel free to seek ways to learn or did it make you defend yourself, fight, rebel and be extra cautious around them?

4. How is labelling used to punish? One of the most commonly, widely and almost instinctively, used methods of punishment - sometimes subtle, sometimes overt - is to label children. Many of us in authority tend to categorize children based on their capabilities and behaviours. Smart, dull, lazy, distracted, mischievous, naughty, uncontrolled, ill-behaved, good-for-nothing, hopeless, bright, intelligent, absent minded, obedient, rebellious - these are but some of the words that are used quite commonly to describe students. These 'names/adjectives', are descriptions of certain behaviours, and we use them to brand a child's personality. Sometimes we use this as a way of pointing out the problem, sometimes to humiliate or shame the child, with the hope that the child will somehow reform themselves and behave differently.

   Research studies on 'labelling' have time and again confirmed what we perhaps already know, that in reality labelling a child hardly motivates correction, it has, infact, quite the opposite effect - they either do it more, or

move on to more unacceptable behaviours (Samakange, 2015). Children, and adults alike, tend to behave as characterised by the label. It can also lead to stigmatisation and discrimination from peers making it harder to learn new ways of behaving. For example, when a child is labelled as an 'average' child, it is based on an evaluating system that does not take into account the child's unique skills or capabilities. This child is much more likely to continue to be average, because it does not account for what support the child needs to not be average, or what the child needs to do. It is an evaluation (with a tone of finality), and not a guidance.

Labelling also influences the way we interact with students. For example, if another teacher tells us that a child is 'troublesome', a lot of what the child does would be interpreted as deviant or troublesome by us! We are likely to be much less patient with the child with such a label, than with others.

Labelling also impacts the way a child views themself, which inturn affects their psychological well being, which then affects academic performance. What helps instead of labeling is to describe behaviour and its consequences, leaving room for alternative ways of behaviour in the future.

Labelling words that inhibit growth	Motivating words with room for change
You're stupid. (either because the child did something the teacher doesn't agree with, or the child didn't understand a concept well enough)	-In my experience, that choice can land you in trouble. -Would you like to discuss this concept further with me to understand it in greater detail? I am free after class / on... -For younger children you could say "let's discuss this more after class/ on.."
That child is a troublemaker.	I have a hard time understanding how to get some cooperation from this child.
You haven't done your homework, you're so lazy.	Do you need any more support to be able to complete your assignment? By when can I expect you to complete it? I see this happening a lot, is there anything bothering you? Do you have the support you need at home?

5. How is 'power with' different from 'power over'?: Power over is how commonly power is used and understood, which is driven largely by fear, where one uses dominance, control, force or coercion to make the other submit or comply. The rules are set by those with power, and those with less or without power are expected to abide by these rules. For example, the students are often made to write the same answer in the exams as the notes given by the teacher, to get good marks. Many cases, the sports or dance teacher

decides who should be on the team and without accounting for the opinions of the team members themselves. Some schools may decide that students shall not be allowed to enter the school after the bell rings, as against finding out what the underlying cause is or if there's any need for support. While it is true that many such rules and decisions taken from a 'power over' perspective, especially in a school setting, are intended to bring order in the system, or for the safety and wellbeing of the students, it can also have negative impacts. The rules can be abused if those in authority operate out of anger, discrimination, force, manipulation, and such feelings. Unilaterally created rules also create a sense of divide between those in authority and those who have to obey the rules - like teachers and students - where neither sees the other in the same light as themselves.

On the other hand 'power with' is an attitude that aims to build an agreement in which all parties decide to act in ways that take into consideration different possibilities and welfare of all. It is driven by co-operation, collaboration and inclusion, by finding common ground and coming together through a collective strength. 'Power with' eliminates the tendency to alienate or discriminate (otherization), and views differences as creative opportunities. It seeks to build bridges and resolve conflict, or at least minimize it instead of creating it. Unlike power-over, power-with considers, recognizes and addresses the thoughts and desires of all parties involved to create equal opportunity, honesty, transparency and respect for each one and doesn't act on self-interest only.

It is easy to see why 'power with' is more likely to invite co-operation, as against power over. According to Dr. Thomas Gordon (2010), a clinical psychologist and author of 'Teacher Effectiveness Training', this space of cooperation and collaboration is the golden space for teaching-learning interactions.

Food for thought - Name the recipients of the National Award for Teachers in India for the last 5 years. Name 3 teachers in your school who created change at the policy level. Name 1 teacher in your life who had more than 2 certificates for recognition in service in the school.

Can you think of an authority figure in your life who, instead of relying on rules, valued respect and compassion? Can you think of one teacher in your life who created interest for you in a subject or topic you are perhaps still interested in, or passionate about? Did you have a teacher who extended support, understanding or guidance in a way that truly helped you? What was it about them that was helpful for you?

In comparison, which set of questions mentioned above did you find easier to answer, and perhaps even leaves you feeling good?

6. Why is it important to replace rules with values?

Let's talk about rules now. It's hard to find someone who'll say rules are unnecessary. Rules, regulations, laws and policies have been a part of our survival strategies and safety measures. They exist in families, businesses, organizations, hospitals, industries, governments and any other place you can think of.

When people come together in groups, they establish certain rules and agreements that all members are required to abide by - it helps bring clarity on boundaries. Schools and colleges are no exception. Children, like adults, find it really hard to navigate in set ups where what is acceptable and unacceptable is unclear, and fear, uncertainty and conflicts are a natural consequence.

In the school and classroom context, if we consider the question 'what purpose do rules serve', the answer might seem obvious - to maintain order and discipline which enable an effective teaching-learning experience. *A disciplined person, according to John Dewey, who is trained to consider his actions and undertakes them in a deliberate manner. In addition, the person has the ability to endure distractions and difficulties. Dewey notes that discipline is too often associated with the use of willpower to study what one does not like, rather than conceiving discipline in terms of growth in ability and achievement* (Rich, 1985).

And yet, the difficulty that most students experience, though, is quite the opposite. Classrooms and schools are overloaded with rules, policies and restrictions, so much so that it can be stifling to the development of individuality, empathy and acceptance for diversity. Most schools stipulate a different set of rules for students and teachers, and among them are 'official rules' and 'informal/unwritten rules'. Sometimes these rules are imposed even when they no longer serve a purpose, they may have nothing to do with learning or teaching, or safety or efficiency. Here are a few examples -

- School decides what length of hair is allowed for male students, what hairstyle for female students including how many ponies/plaits, ribbons or hairbands, what color they ought to be
- School decides whether students wear earrings and what color or style of earrings they ought to wear
- Students are not allowed to carry any bags other than those provided by the school
- The skirts that female students wear should not be longer than knee-length, or the requirement to wear blazers, ties and belts at all times, irrespective of summer or monsoon or winter
- Walk in a line, in silence, the moment you step out of the classroom even during breaks
- Students are not allowed to eat/snack at times other than the prescribed 'snack/ lunch breaks'
- Answers have to be a verbatim repetition of the teacher's words to get good grades

The list can go on and on. Can you think of any rules in your school that made no sense to you?

Which brings us to the next question - why do students (children) test limits by breaking rules? Going by Dewey's idea that the school is a "mode of social life", "a miniature community, an embryonic society" (Dewey, 1964), testing behaviour helps children understand the world by experiencing consequences. These consequences should ideally help the child learn how the lack of these rules (boundaries) impacts the life of those around them, how they behave in response. When consequences seem arbitrary, ie, set by adults or the management, with little to no explanation of their relevance, the premise shifts from learning to demoralizing.

An alternative to this, is the restorative approach to rule setting. Alfie Kohn (2006) stated that students who are able to participate in making decisions at school are more committed to decision making and democracy in other contexts. He explained that when one looks inside the classrooms of teachers who are less controlling and more inclined to support children's autonomy, one finds students who are more self-confident and more interested in learning for its own sake (Nelson, 2002).

SOME PRACTICAL APPLICATIONS OF THESE THEORIES AND IDEAS

1. Community building circles - Restorative circles (refer to the Chapter on Restorative Practices in the Demystifying Sexuality Reference Book) can be a great way to begin an academic year where the teacher and students may get to know each other better. The intention of this circle could be light and fun, with questions like - how was your vacation, who's your favourite superhero and why, etc. It helps everyone get acquainted at a personal level, hence building connection, empathy, understanding and ultimately - cooperation. This would be a great time to set out norms of behaviour (values and rules), class goals, individual goals, short term goals and long term goals. This could help set the context and get the class moving in a focussed direction, and support each other in the process.
2. Class values - Rules are usually handed down to the students by higher authorities (the teacher or the school management) and they are important. The restorative approach involves both the teacher and the students to work together to come up with a list of rules that would meet the overarching goals of the class (and school) - to create a safe and creative learning space for all. An effective way to get this started would be to discuss values with the students that then lead to rules. This approach lays great emphasis on calling out, establishing and abiding by values that the group of people involved in the process decide for themselves. Values are behaviours and qualities that we consider worthy to emulate -like integrity, respect, empathy, confidentiality, understanding etc. Teachers could set class values along with the students, before starting their sessions.

   Here is how this could be done: Ask questions like "What will make this class a safe space for everyone to ask questions, share what they know, listen to each other and discuss freely? How do we want others to behave? How will we behave? How can we make it easy for all of us to understand, learn as well as enjoy these classes together?" Note down the words or phrases that the students come up with. You can add your own as well. If students are hesitant or not sure about what is being asked, explain that some values, ways of behaving, that may support us in sharing and discussing openly are:

   a. listening to each other with respect - discuss or enact ways that individuals may speak without respect for others
   b. speaking with respect for each other - discuss or enact ways that individuals may speak without respect for others. Demonstrate taunting or teasing. Talk about how it may make others (including yourself) not want to interact or participate and then ask if this is an important value

to be included.

c. Trusting each other - Explain why trustworthiness is important - to create a space for others to ask their doubts without fear of being ridiculed. Explain also that trust has to be earned and it will take some time for everyone to open up and participate, depending on how they are treated

d. Ask if there is any other value the class may think is important - confidentiality, no gossiping, showing care and understanding for each other.

Obtain consensus on the values - Can we all agree to abide by these values? Wait for the assent of the students. Ask them for some sort of sign to show their consent, like raising their hands if they agree. If any student feels discomfort with any of the values, bring it up for discussion to decide if it should be retained or not. Write these values on the board and the students to put these up in the classroom. Gently, yet firmly, refer to them as and when a value is broken to bring them back in alignment. Appreciate students when they follow the values.

3. Setting rules together - The next step would be to come up with a list of rules together. This effort develops a sense of community in the classroom, which in turn develops caring, responsible students (Shanks, 1994). Involving students in this process gives them a great sense of ownership and commitment toward them. Restorative circles offer a way of achieving this without the teacher or the students feeling thwarted or taken advantage of. The most common fear or concern that many teachers share is that students may make rules that are too lenient, or too strict, or too silly, or that the rules will involve situations or issues that are not within the teacher's area of control - like school procedures and policies, number of holidays, free classes, or which textbooks to use, etc. The very nature of a restorative approach is that what comes out of the 'rule-setting circle' is acceptable to all parties involved. The teacher can then state what's within their control and what is not. Common areas that are within the teacher's control are noise levels in the class, assignments, division of responsibilities, class management, lesson plan, etc. Whatever is beyond the power of the teacher may not be up for a problem solving, rule setting discussion, but it can still be voiced, heard and empathized within the circle. It is very important that the teacher does not use their authority to 'ensure' that the finalized list of rules are not rules that only the 'teacher approves', but that everyone is satisfied with the decisions made and that it is an agreement among everyone involved. It is also important to be mindful that such a meeting cannot be rushed, and that it could take some time. We suggest to keep aside at least 2 to 3 hours at the beginning of the academic year for this. These rules can be revisited once a month to ensure that the list is modified and updated to meet the changing needs of the classroom. A simple guiding principle would be to work towards 'win-win' situations.

Some examples of class rules could be -

a. We listen when someone speaks.
b. We use kind words to express ourselves and address each other.
c. We take responsibility for keeping the classroom clean.
d. We come to class on time.

4. Restorative ways of responding when a rule is broken - Teachers inevitably face situations where a student does not follow through on a mutually agreed rule, or solution. When that happens, the instinctive response is to go back to a 'power over' reprimanding or rewarding approach. This would undoubtedly break trust and reset whatever progress has been made towards cooperation. What this also does, inevitably, is put the responsibility back on the teacher rather than the student. This can instead be a great opportunity to model problem solving and conflict resolution for children, while building the empathy muscle. This can be done in many ways.

    a. Use "I- statements" - Dr. Thomas Gordon coined the term "I-message" in the 1960s while doing play therapy with children. I-messages are often used with the intent to be assertive without putting the listener on the defensive. They are also used to take ownership for one's feelings rather than implying that they are caused by another person. An example of this would be to say: "It's really hard for me to talk and share what I have planned with so much noise around. And I'm really worried if I'll be able to cover the portions for this quarter" rather than "If I hear another sound from here, you'll see yourself standing outside the class". The simple truth is that it's harder for students to rebel against, defy or be disrespectful towards adults who clearly care for them, their well-being and their future. In an individual conversation with a student, an I statement is very likely to be the start of a dialogue.

    b. Dialogue - Invite the student to share what happened, talk about their emotions and reasoning for the choices they made, and then together come up with a plan of action to make the situation right again. With this added perspective, the teacher has more options on how to proceed - whether to give the student another chance, help the student to find a way to remember his commitment, offer appropriate support for the student to carry out his task, or come up with a new solution that is easier or within the capacity of the student to carry out responsibly.

    c. Restorative circles - Open a circle where everyone (teacher and students) gets an opportunity to share safely, and honestly about the challenges they are facing, and then brainstorm ideas on how the situation can be resolved. Involving students in the decision making process offers an opportunity for a greater understanding of how individual actions affect the classroom as a whole. It's important to be cautious in these circles not to shame or single out one or two students. Reiterate and reinforce that the aim is to give everyone in the class an opportunity to consider what they can improve on individually.

    d. Consequences - A set of consequences can also be decided upon preemptively during the rule-setting circle. The key here is to approach this topic with an intent to create a structure where we can hold each other accountable for our actions and choices, and not about 'how do we punish the person who has made a mistake'. In fact, oftentimes students come out with harsh consequences themselves, and it's important for the

teacher to remind them that this is about supporting each other to find workable solutions. Examples of some consequences are that a student may use the time in their recess or art or games classes, or stay back after school to finish up an assignment, or help cleanup and/or fix something that has been broken, or own up to their behaviour and mend their relationship with the person who has been hurt or harmed in any way.

5. Resolving conflict - Interpersonal conflicts in school systems arise between teachers and between students. Teachers may have a clash of opinions or values in teaching methodologies, or disciplining strategies, or evaluation models, for example. And conflicts among students can be for a variety of reasons. Whatever be the issue at hand, it can be addressed by using I-statements, dialogues and restorative circles explained above by the parties involved. Restorative practices offers an opportunity for the person affected to share the depth of the impact on them and feel heard, and an opportunity to the person who caused the pain or hurt to share their story, feel heard, to see the impact of their behavior, to receive the support they need to heal and grow, and also perhaps to learn new ways of expressing difficult emotions.

6. Motivating students - Rewards and punishments as ineffective tools has already been discussed. There are many ways to influence students' behaviour and performance that develop an intrinsic motivation that lasts much longer.

   a. Setting goals - Research studies show that students' motivation to learn can be higher when they create goals for themselves (Moeller et al., 2012). Encouraging students to set realistic goals enables them to take ownership of their learning and progress and gives them a sense of control. Goals can be further broken down into milestones that work up to the goal to make it more actionable. This could mean helping students put down weekly and monthly milestones leading up to a goal for learning certain concepts or goals for an examination. Students can then be encouraged to review their progress positively and make necessary adjustments on a weekly or bi-monthly basis.

   b. Appreciate the effort instead of the outcome (Kohn, 2001) - Comments and praises that are focussed on the outcome are short-lived, because soon there's another goal or task to chase. Instead share your observations, ask them about their experience and focus on the effort - 'what was the hardest part completing this project?', 'That's a lot of squiggly lines I see', 'wow, this looks like a lot of hard work', 'I can see that you are very interested in these topics', 'what was something that interested you in this class?'.

   c. Give feedback, not criticism - Offering suggestions for improving performance or altering behaviour can be done without the use of judgement and labelling. Describe what you observe and share your suggestion. 'Hmm... I see that you've made brief points to answer this question, it might need more description', 'look how relieved your classmate is since you offered to help with the task'.

HEART OF THE MATTER

The basis of this approach is to take into the humanness of every individual, including children, and work from a space of empathy and connection, rather than power and instruction. We invite you to learn more about these approaches and use them in your classrooms, and your life, and experience the difference it brings to the quality of your work and relationships.

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This Demystifying Sexuality Handbook is an accompanying document to the Demystifying Sexuality Reference Book. It has been developed by Enfold Proactive Health Trust for teachers and students of Education, with the objective of reflecting on the real-life manifestations and applications of the concepts and ideas discussed in the Demystifying Sexuality program. The handbook is a compilation of scenarios that aid the understanding of these concepts through Case Studies, discussions or reflection.

The handbook may be used as a guide by any teacher or facilitator trained in conducting the Demystifying Sexuality program, who may choose to use it as is, use parts of it or modify it to the specific needs of their learners. Students and practitioners may also use it to reflect on how they are applying these concepts in their interactions with children and adults while in training, or in their professional capacity

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